DOCUMENT RESUME

ED 186 829 SP 016 092

AUTHOR Haring, Marilyn J.; Nelsen, Edward A.
TITLE A Five-Year Followup Comparison of Recent and Experienced Graduates from Campus- and Field-Based Teacher Education Programs.
PUB DATE Apr 80
NOTE 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Conventional Instruction; *Educational Quality; Elementary Education; Elementary School Teachers; *Field Experience Programs; Followup Studies; Graduate Surveys; *Participant Satisfaction; *Preservice Teacher Education; *Program Evaluation; Relevance (Education); Skill Development; Teaching Skills

ABSTRACT

Three hundred and eighteen education graduates were surveyed in order to investigate the quality of training they had received in field or campus teacher-preparation programs in elementary education at a large southwestern university. Graduates rated on a scale of 1-5 the quality of training they had received for 44 teaching skills listed in the Florida Catalog of Teacher Competencies. Both recent and experienced graduates were queried. Results indicate that for forty-two of the skills, graduates of the field-based program rated their training as significantly higher than did the graduates of the campus program. Experienced graduates rated their training as less adequate than did recent graduates. In general, experienced graduates from the field-based program rated their preservice training as higher than did experienced graduates of the campus program. (Authors/IH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186429

A Five-Year Followup Comparison of Recent and Experienced Graduates from Campus- and Field-Based Teacher Education Programs

Marilyn J. Haring and Edward A. Nelsen

Arizona State University

Abstract

This study assessed graduates' (N = 318) ratings of the quality of training they received in field or campus teacher-preparation programs in elementary education at a large Southwestern university. Graduates rated on a scale of 1-5 the quality of training they received for 44 teaching skills listed in the Florida Catalog of Teacher Competencies. A rating of "1" was low, and a rating of "5" was high. The ratings were analyzed for the 44 teaching skills (dependent variables) in a 2 Program (field, campus) x 2 Level (recent, experienced graduates) analysis of variance. Recent graduates had just completed their degree and had no teaching experience, while experienced graduates had taught 1-6 years. The results indicated that for 42 of the skills graduates of the field program rated the quality of their training significantly higher than graduates of the campus program. Additionally, experienced graduates (especially those from the campus program) judged their training as less adequate than recent graduates. Significant Program x Level interactions for seven skills indicated that experienced graduates of the field program judged their training higher than recent graduates, but the opposite was true for graduates of the campus program. One explanation for the interaction may be that graduates of the field program, who had more contact with the school setting, may have experienced fewer unanticipated problems on the job. The researchers concluded that graduates of the field program were more satisfied with their training; but this is not conclusive evidence that field training is more effective than campus training in preparing teachers.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marilyn J. Haring

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016 092

Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980. For copies of this report or further information write: Edward A. Nelsen, I. D. Payne Laboratory, Arizona State University, Tempe, Arizona, 85281.

A Five-Year Followup Comparison of Recent and Experienced Graduates from Campus- and Field-Based Teacher Education Programs

Marilyn J. Haring and Edward A. Nelsen

Since the Flowers Report of 1948 (3) called for more and longer field experiences for teacher trainees, increasing attention has been focused on field experience. By the mid-1960s, many schools of education offered students a choice of training in more traditional campus-based programs or in newly established (and more costly) field-based programs. The trend toward field programs continued such that by 1970, field experience prior to student teaching was a part of 380 secondary education programs in a survey of 422 NCATE-approved schools (6).

Field experience is a teacher-preparation experience that occurs away from the college classroom in a setting that allows for observation or interaction with students and/or inservice personnel (2). Some research has related field experience to attitudes toward aspects of teaching (5) and to more competent classroom performance (4). However, to date little or no attention has been given to assessing graduates' evaluations of the quality of training they received in field programs. Although graduates' evaluations represent only one of several possible perspectives for judging program quality, their perspective is legitimately that of the consumer. The question remains as to whether those programs that can demonstrate they are "effective" (including that they are valued by graduates as providing superior training) are more likely to produce teachers who are more "effective" in the classroom.

The following questions guided this study:

1. Do graduates of field and campus teacher-training programs differ in their evaluations of the quality of training they received?

2. Specifically, do graduates from field and campus programs with several years of teaching experience adjudge the quality of their training any differently than recent graduates who lack teaching experience?

To answer these questions, a questionnaire was developed for rating the quality of training for 44 teaching skills from the Florida Catalog of Teacher Competencies (1). The skills were grouped into seven categories: Planning

Instruction, Conducting or Implementing Instruction, Assessing and Evaluating Student Behavior, Performing Administrative Duties, Communicating and Interacting, Developing Personal Skills, and Developing Pupil Self. Respondents were asked to rate how adequately they felt they were prepared for teaching by their program, i.e., to rate the quality of training. For each skill, quality of training was rated on a scale of 1-5 ("1" was the lowest rating and its descriptor was "none"; "3" was "adequate"; and "5" was "excellent").

The study was conducted with graduates from elementary education programs at a large Southwestern university. All 550 graduates in May, 1976, received the questionnaire at completion of student teaching; and 146 graduates completed it (28 from the field program and 118 from the campus program). In the Fall, the questionnaire was distributed to all elementary school teachers in five large school districts within 20 miles of the university. Teachers who had graduated with a B.A. from the university from 1-6 years previously were asked to complete the questionnaire. Responses were received from 172 experienced graduates (24 from the field program and 148 from the campus program).

Certain methodological issues were present in the design of this study. First, sampling of the experienced graduates was not from broad geographic locales, but the sampling restrictions applied uniformly to graduates of the field and campus programs. In addition, comparisons of the ratings of recent and experienced graduates was done on a cross-sectional basis rather than as a longitudinal study of the development of perceptions within individuals. Although the possibility exists that subtle changes in the field and campus programs could thus explain some differences in ratings by the recent and experienced graduates, no major changes were made in the programs during the 8 or so years the study participants variously were enrolled.

Results

The ratings of quality of training were analyzed in a 2 x 2 analysis of variance with the 44 skills as dependent variables. One factor was type of program, and its two levels were field and campus. The other factor was level of experience with a level for recent graduates who had not taught and a second level for experienced graduates who had taught 1-6 years.

For 42 of the 44 skills, univariate F tests revealed that graduates of the field program rated the quality of their training significantly higher than

graduates of the campus program (Table 1). In addition, comparisons of ratings by recent and experienced graduates showed significant differences between the groups for ratings of every skill. Figure 1 shows that the experienced graduates, particularly those from the campus program, rated the quality of training as less adequate than did the recent graduates. However, contrary to this tendency of experienced graduates to rate their training lower than recent graduates, experienced graduates of the field program (n = 23) generally rated their training as high or higher than recent graduates. Because of small sample size, apparently the ratings of the field graduates did not significantly influence the main effect for level.

The analysis detected significant interactions between program and level for ratings of training in seven of the skills:

Evaluating instruction/instructional design
Motivating, reinforcing students, providing feedback
Arranging physical environment
Selecting or developing materials/activities
Counseling students
Representing school, school program
Involving others in the school program

For all seven of these skills, the means showed that experienced graduates of the field program judged their training higher than recent graduates; whereas experienced graduates of the campus program rated their training lower than recent graduates.

Discussion and Conclusions

Question 1. Do graduates of field and campus teacher-training programs differ in their perceptions of the quality of training they received? The results of this study provide evidence that graduates of field programs regard their training more highly than do graduates of campus programs. Students apparently feel that training received at the school site (and in addition to student teaching) is more relevant than learning about teaching while at a remote site (i.e., college setting). Obviously, graduates' ratings of training quality are not conclusive evidence that field programs do, in fact, provide better training; but they do add support to a growing conviction that field training has certain advantages.

Question 2. Do graduates from field and campus programs with teaching experience perceive the quality of their training any differently than recent graduates of those programs? The interactions in this study suggest that graduates of the campus program with on-the-job experience perceive their training as poorer (about 2.2 on a 5-point scale) than those campus graduates who have not yet taught (3.0). In contrast, both recent and experienced graduates of the field program rated their training about 3.4 for all items on the scale.

Various explanations for the lower ratings by experienced graduates of the campus program might be proposed. Graduates of the campus program, who apparently felt their training was adequate following completion of the supervised student teaching practicum, may have experienced unanticipated problems in adjusting to their new role and in "surviving" in the classroom. These problems may have influenced them to reevaluate their undergraduate training, i.e., to reappraise it as less than adequate. On the other hand, graduates of the field program may have been more realistic in anticipating classroom problems and job demands before they began their first jobs. That is, by the time they graduated they were presumably familiar with actual school settings and working conditions and they had had continuing opportunities to evaluate the adequacy of their preparation under realistic conditions.

In conclusion, the results of this study suggest that graduates of field programs evaluated their education program more positively than did graduates of campus programs; and that positive regard is evident after several years in the classroom. Additional data are needed to substantiate the judgement that field programs generally are advantageous for preparing teachers. Especially needed are data concerning classroom performance, effects upon students, and long term capacity for professional growth by graduates of field programs. Nevertheless, the study suggested that graduates of field programs are indeed better satisfied consumers of their professional education programs.

References

1. Dodl, N. Florida Catalog of Teacher Competencies. Chipley, Florida, 1974.

2. Elliott, P. G. Field Experiences in Preservice Teacher Education: Bibliographies on Educational Topics No. 9. ERIC Clearinghouse on Teacher Education. Washington, D. C., 1978.

3. Flowers, J. G. ed. "School and Community Laboratory Experiences in Teacher Education." American Association of Colleges for Teacher Education. Oneonta, New York, 1948.

4. Reynolds, J. C. "An Examination of the Rankings of Student Teachers from Field- and Campus-Based Teacher Training Programs on Performance/Hiring Criteria by Professional Raters"(Doctoral dissertation, The Florida State University). Dissertation Abstracts International, XXXVII, 1976, 4298-A.

5. Silvino, P. J., and Willsey, A. D. "An Experiment in Field Based Teacher Education." Education, XCVII, 1977, 220-225.

6. Turns, T. J. "The Determination and Evaluation of Professional Laboratory Experiences Prior to Student Teaching" (Doctoral dissertation, University of Oklahoma). Dissertation Abstracts International, XXXI, 1970, 2780-A.

I. PLANNING INSTRUCTION

1. Selecting/specifying goals, aims, objectives
2. Selecting instructional strategies
3. Organizing students
4. Selecting or developing materials/activities
5. Collaborating with others in planning
6. Developing classroom procedures and routines
7. Evaluating instruction/instructional design

II. CONDUCTING OR IMPLEMENTING INSTRUCTION

8. Structuring/establishing rapport/providing atmosphere
9. Motivating/reinforcing students; providing for feedback
10. Conducting discussion/small group activity
11. Conducting individual activities
12. Presenting information/giving directions
13. Utilizing deductive, inductive thinking or problem-solving
14. Questioning and responding
15. Utilizing audio-visual equipment and aids

III. ASSESSING AND EVALUATING STUDENT BEHAVIOR

16. Selecting assessment instruments
17. Designing/developing assessment instruments
18. Collecting and quantifying data
19. Diagnosing student difficulties or abilities
20. Summarizing and interpreting data
21. Involving students in self-evaluation
22. Diagnosing student affective characteristics

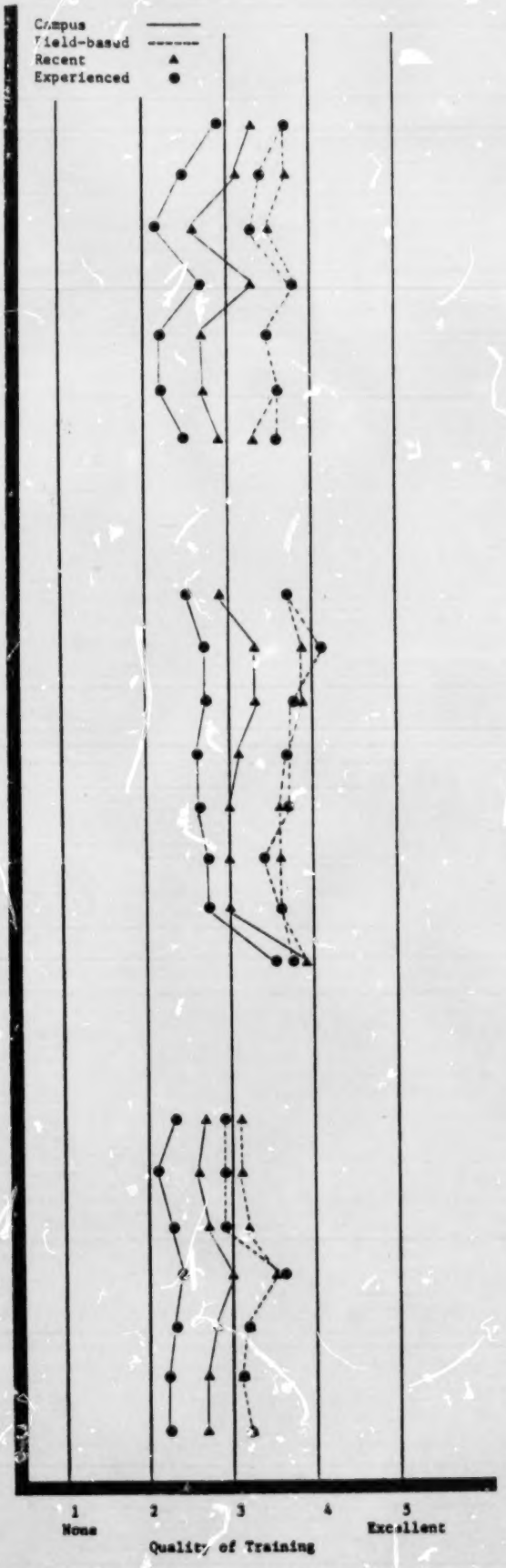

Figure 1. Comparison of Recent and Experienced Graduates from Campus and Field-Based Programs according to mean ratings for Quality of Training on Teaching Skills.

IV. PERFORMING ADMINISTRATIVE DUTIES

23. Supervising aides, tutors, volunteers, etc.

24. Arranging physical environment

25. Establishing/maintaining procedures/routines

26. Maintaining records

27. Organizing materials

V. COMMUNICATING AND INTERACTING

28. Conferring with parents

29. Counseling students

30. Representing school/school programs

31. Involving others in the school program

32. Establishing/maintaining professional relationships

VI. DEVELOPING PERSONAL SKILLS

33. Accepting self

34. Evaluating self

35. Planning for self improvement/improving self

36. Accepting responsibility

37. Developing subject related skills

38. Accepting others

39. Solving problems

VII. DEVELOPING PUPIL SELF

40. Developing pupil self concept

41. Developing social interaction skills

42. Developing learning-to-learn skills

43. Developing acceptance of responsibility

44. Developing attitudes and values

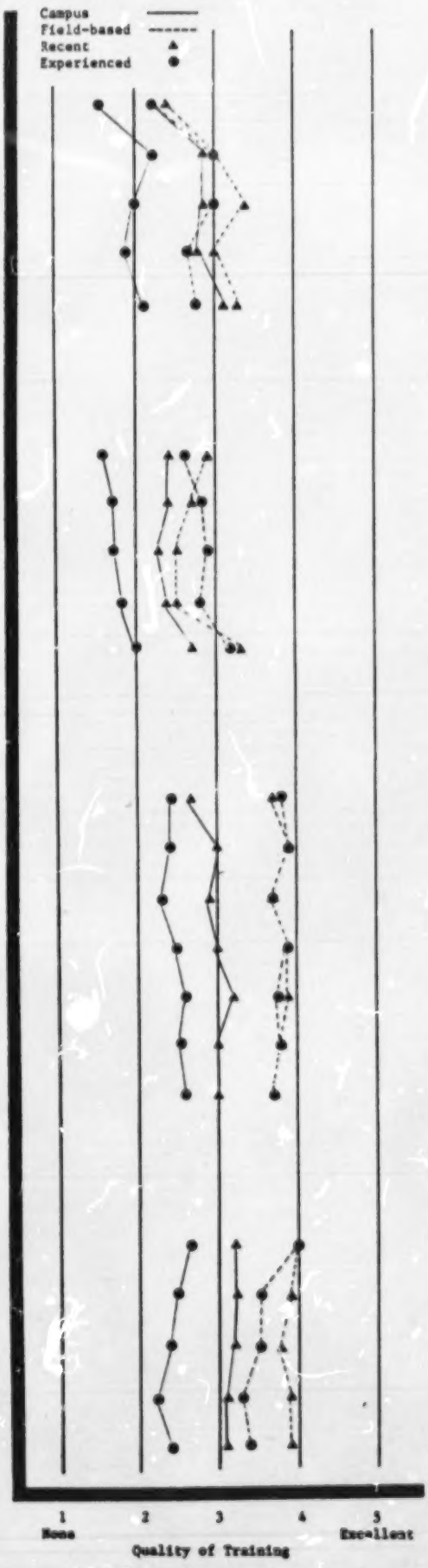

Figure 1. (continued)

Table 1

Mean Ratings of Training by Recent and Experienced Graduates of Campus and Field-Based Programs

Group: / Program: / Skill	Recent Graduates: Field[a] $\bar{X}$	Recent Graduates: Campus[b] $\bar{X}$	Experienced Graduates: Field[c] $\bar{X}$	Experienced Graduates: Campus[d] $\bar{X}$	Significance: Group (G)	Significance: Program (P)	Significance: Group x Program (G x P)
PLANNING SKILLS							
1. Selecting/specifying goals, aims, objectives	3.7	3.3	3.7	2.9	.001	.001	ns
2. Selecting instructional strategies	3.7	3.1	3.4	2.5	.001	.001	ns
3. Organizing Students	3.5	2.6	3.3	2.1	.001	.001	ns
4. Selecting or developing materials/activities	3.8	3.3	3.8	2.7	.001	.001	.05
5. Collaborating with others in planning	3.5	2.7	3.5	2.2	.001	.001	ns
6. Developing classroom procedures and routines	3.6	2.7	3.6	2.2	.001	.001	ns
7. Evaluating instruction/ instructional design	3.3	2.9	3.6	2.5	.05	.001	.05
IMPLEMENTING INSTRUCTION							
8. Structuring, establishing rapport	3.7	2.9	3.7	2.5	.01	.001	ns
9. Motivating, reinforcing students, providing for fdbk.	3.9	3.3	4.1	2.7	.001	.001	.05
10. Conducting discussion, small group activity	3.9	3.3	3.7	2.7	.001	.001	ns
11. Conducting individual activities	2.7	3.1	3.7	2.6	.001	.001	ns
12. Presenting information, giving directions	3.6	3.0	3.7	2.6	.01	.001	ns
13. Utilizing deductive, inductive thinking or problem-solving	3.6	3.0	3.4	2.7	.01	.001	ns
14. Questioning and responding	3.6	3.0	3.6	2.7	.001	.001	ns
15. Utilizing audio-visual equipment and aides	3.9	3.9	3.7	3.5	.01	ns	ns

Note. Mean ratings of quality of training ranged from 1 (none) to 5 (excellent).

[a] $n = 26$.

[b] $n = 170$.

[c] $n = 23$.

[d] $n = 139$.

Table 1--Continued

Skill	Group: Recent Graduates — Field[a] $\bar{X}$	Recent Graduates — Campus[b] $\bar{X}$	Experienced Graduates — Field[c] $\bar{X}$	Experienced Graduates — Campus[d] $\bar{X}$	Significance: Group (G)	Program (P)	Group x Program (G x P)
ASSESSMENT SKILLS							
16. Selecting assessment instruments	3.1	2.7	2.9	2.3	.001	.01	ns
17. Designing, developing assessment instruments	3.1	2.6	2.9	2.1	.001	.001	ns
18. Collecting/quantifying data	3.2	2.7	2.9	2.1	.001	.001	ns
19. Diagnosing student difficulties or abilities	3.5	3.0	3.6	2.4	.001	.001	ns
20. Summarizing/interpreting data	3.2	2.8	3.2	2.3	.001	.001	ns
21. Involving students in self-evaluation	3.1	2.7	3.1	2.2	.001	.001	ns
22. Diagnosing student affective characteristics	3.2	2.7	3.2	2.2	.001	.001	ns
ADMINISTRATIVE SKILLS							
23. Supervising aides, tutors, volunteers, etc.	2.4	2.2	2.2	1.6	.001	.05	ns
24. Arranging physical environment	3.0	2.9	3.0	2.2	.001	.05	.05
25. Establishing, maintaining procedures, routines	3.4	2.9	3.0	2.0	.001	.001	ns
26. Maintaining records	3.0	2.8	2.7	1.9	.001	.01	ns
27. Organizing materials	3.3	3.1	2.8	2.1	.001	.01	ns
COMMUNICATION AND INTERACTION SKILLS							
28. Conferring with parents	2.9	2.4	2.6	1.6	.001	.001	ns
29. Counseling students	2.7	2.4	2.9	1.7	.001	.001	.01
30. Representing school, school program	2.5	2.3	2.9	1.7	.001	.001	.01
31. Involving others in the school program	2.5	2.4	2.8	1.8	.001	.001	.05
32. Establishing, maintaining professional relationship	3.3	2.7	3.2	2.0	.001	.001	ns

Note. Mean ratings of quality of training ranged from 1 (none) to 5 (excellent).

[a] n = 26.

[b] n = 170.

[c] n = 23.

[d] n = 139.

Table 1--Continued

Skill	Group: Recent Graduates		Experienced Graduates		Significance		
	Program: Field[a] $\bar{X}$	Campus[b] $\bar{X}$	Field[c] $\bar{X}$	Campus[d] $\bar{X}$	Group (G)	Program (P)	Group x Program (G x P)
PERSONAL SKILLS							
33. Accepting self	3.7	2.7	3.8	2.4	.05	.001	ns
34. Evaluating self	3.9	3.0	3.9	2.4	.001	.001	ns
35. Planning for self-improvement, improving self	3.7	2.9	3.7	2.3	.001	.001	ns
36. Accepting responsibility	3.9	3.0	3.9	2.5	.001	.001	ns
37. Developing subject related skills	3.9	3.2	3.8	2.6	.001	.001	ns
38. Accepting others	3.8	3.0	3.8	2.5	.01	.001	ns
39. Solving problems	3.7	3.0	3.7	2.6	.01	.001	ns
PUPIL DEVELOPMENT SKILLS							
40. Developing pupil self-concept	4.0	3.3	4.0	2.7	.001	.001	ns
41. Developing social-interaction skills	3.9	3.3	3.5	2.5	.001	.001	ns
42. Developing learning-to-learn skills	3.8	3.2	3.5	2.4	.001	.001	ns
43. Developing acceptance of responsibility	3.9	3.1	3.3	2.2	.001	.001	ns
44. Developing attitudes and values	3.9	3.1	3.4	2.4	.001	.001	ns

Note. Mean ratings for quality of training ranged from 1 (none) to 5 (excellent).

[a] $n = 26$.

[b] $n = 170$.

[c] $n = 23$.

[d] $n = 139$.